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If these results seem a bit misty, all in all, one must remember that this is a pioneer attempt. No one believes more thoroughly than the reviewer that a distinctive training for secondary teachers is in the process of formation, and that in due time it will round into a form and substance which will command the attention of all such teachers just as the present training available commands the attention of a goodly and growing number. Professor Luckey has done a real service in pointing out the present vaguenesses of distinction. This is a first step toward clearness.

A word must be said about the outline of the history of education in the appendix. No "professional" educational subject has had a more striking development in the last fifteen years than the history of education. General works, monographs, collections of sources, and bibliographies have come from the press in such abundance that even the specialist finds difficulty in keeping up with the literature. We are rapidly coming to an adequate idea of the meaning and limits of the subject and the university methods of dealing with it. So rapid has been this growth that Professor Luckey's syllabus, printed only three years ago, is now in need of radical revision. The bibliographies should be worked over to weed out antiquated books and to insert new ones; and the whole series of topics should be rearranged. Surely a general course in the history of education has topics more important than education in China, India, Persia, and Egypt twenty-five hundred years, and more, ago; and surely we are now in a position to discard, for university purposes, the compilations of Seeley, Painter, and Compayré.

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Elementary English Grammar. By GUSTAVUS HOLZER, Professor at the Heidelberg Oberrealschule. Heidelberg: Carl Winter, 1904.

FOR German schoolboys who are trying to make the acquaintance of the English tongue Professor Holzer has written a convenient and useful little manual. In its somewhat less than two hundred pages may be found all of the important facts of English grammar concisely stated and accompanied by hosts of illustrative sentences. That the work has been done with that conscientious, not to say painful, scholarship characteristic of books made in Germany, is increasingly obvious as one turns the pages. There is, to be sure, little in it that is original, and the most original parts are not the parts best adapted to the author's purpose; but originality in a work of this character is perhaps not to be expected.

If any fault is to be found with the general plan of the work, it is that it includes parts and aspects of grammar that might well have been omitted. Since the author has in view German schoolboys who are already familiar with the principles of grammar in general and of German grammar in particular—to say nothing of French, an acquaintance with which is assumed—there would appear to be no great advantage in dwelling upon grammatical notions common to most European languages. Yet this is what Professor Holzer has in several instances done. A good example may be found in his classification of nouns. Common nouns, we are told, may be divided into (1) class words (*man, dog*), (2) material nouns (*tin, gold*), (3) collective nouns, (4) abstract nouns, and (5) concrete nouns. Again, in the treatment of adverbial adjuncts there is a classification of causes as follows: (1) the efficient or preceding cause, (2) the final cause, (3) the supposed cause, (4) the contradictory cause, and

(5) the material cause. Still more elaborate is an analysis of clauses in chap. 4 and 5. Clauses are there classified as subjective, predicative, objective, adverbial, local, temporal, modal, comparative, consecutive, causal, efficient, final, conditional, concessive, attributive, adversative, inserted, parenthetical, appended, detached, elliptical, and contracted! As grammar *per se* these things are perhaps unobjectionable, though not, in my opinion, particularly useful; but what have they to do with English grammar as distinguished from German or French or Russian grammar?

Although the conventional matter of grammar is in the main formulated with painstaking accuracy, statements occur now and then that are at least open to question. "*This* and *these* point to something that follows. *That*, *those* refer to something that precedes" (p. 34). If the author will refer to his own preface (p. vi), he will find in the phrase "In adopting these principles" a stubborn fact hard to reconcile with his theory. On p. 16, "The baronet's eldest son and youngest daughter" is said to be an awkward and ambiguous use of the possessive, and hence is corrected to read: "The eldest son and youngest daughter of the baronet." I see no essential difference. The adverb "ago" (p. 108) is said to be equivalent to "are gone." Commenting upon the split infinitive, the author seems to say that it is always better to put the adverb *after* the infinitive (p. 161). On p. 175 he sanctions the construction, "I do not doubt but that"—a form all but universally rejected by the grammarians.

The English of the author, if a little crabbed, is generally good; but lapses here and there from good idiom and usage reveal the writer's nationality. The following instances have caught my attention: "Otherwise the possessive arrives only in higher style" (p. 16); "End-shifted prepositions easily lose the power of governing the object case of 'who' being placed at the head of the sentence" (p. 36); the possessive "is formed in the singular by adding 's' and an apostrophe before it" (p. 15); the German possessive adjective "when referring to one lifeless thing is rendered by its" (p. 32); of the multiplicatives, "simple, double, triple, treble, quadruple, quintuple, the further are hardly ever used" (p. 50); "These eighteen tenses ought to be called with two names" (p. 53); "Interjections are frequently used as expletives, inserted to fill a vacancy" (p. 115); "Prepositions are immutable words" (p. 107); "tacked expressions, like whisky hot" (p. 147); "Prepositions are frequently detached from their nouns and shifted behind the nominal part of the verb" (p. 108); "The relative pronoun in the function of the accusative" (p. 40); "The personal pronouns are put in eminenence (are made emphatic)" (p. 29).

Now and then, it must be admitted, the author's phrase is happier than he knew. "Accidence," he says (p. 1), "is that part of grammar which treats of the accidents . . . of words." Many a schoolboy to whom grammar is one long verbal catastrophe will accept the dictum gratefully.

Errors have also crept into the sentences offered as illustrations. "Thanks God!" (p. 146), and "What man!" (p. 35, intended as a parallel to "What courage!") "What folly!") may, perhaps, be explained as misprints; but "He cried as anything" (p. 45, said to be of the type "She would be as proud as anything," "She caught a bad cough" (p. 141), "Witness assures he saw the defendant yesterday" (p. 170), "Would you have me applaud to what my heart condemns?" (p. 178, expressly to illustrate the use of the preposition "to"), "The public are of opinion" (p. 122), "He was sent away for the reason of his being negligent" (p. 141), "Plato . . . was the founder of the Platonic school" (p. 190), are, to say the least, not happily worded.

Finally, to touch upon the smallest matters last, it may not be amiss to remind

the author that in English books *ones.* and *j. i.* are not used as abbreviations for "one-self" and "for instance," nor is an introductory colon commonly inserted in the middle of a clause or phrase.

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Colloquia Maturini Corderii Galli. Edidit ARCADIVS AVELLANUS. Philadelphia, 1904.

READERS of Boswell who have been interested in Dr. Johnson's short-lived grammar school near Lichfield must have inquired curiously as to the Corderius whose name figures so prominently in the prospectus of studies. An answer to their question for which they had, perhaps, consulted in vain their favorite encyclopedia, has recently been given in three interesting articles in the *SCHOOL REVIEW* by Professor Watson.¹ Now, thanks to this edition of Arcadius Avellanus, we welcome the opportunity of reading the greater part of the original text of Corderius's famous schoolbook, which for two hundred and fifty years or more did noble service in various parts of Europe.

In this edition are included three of the four books into which Corderius divided his work together with certain colloquies from the fourth, sometimes considerably altered by the editor, it is true, to avoid monotony or in an attempt to improve the Latinity. In addition, the editor has introduced several new *colloquia*, written to illustrate his theory of the availability of Latin as a universal language. In the second book *Colloquium LXII*, for example, discusses geographical subjects and particularly the condition of Spain since the Spanish-American War, while *Colloquium LXVII* is suggested by a recent smallpox scare in Philadelphia--two topics that might well baffle a university honor-man in Latin composition.

The annotations, which are entirely in Latin, treat mainly of syntax and the choice of words, but add also some interesting bits of information as to school customs. Unfortunately, however, the editor sometimes allows himself the luxury of indulging his pet prejudices, as when he pours out his wrath upon German philologists, not content to dismiss them with his first judgment: "*nec vana philologia, curiositatum pruritus, curam merentur.*" Many aspirants for the doctorate in our coeducational universities will perhaps be shocked to read "*ex imperitia Latinitatis etiam in usum venit mulieres Doctores' appellare, quod grammaticae repugnat.*"

A little more attention to these same despised philologists might have saved the editor from the error of referring one of the *Disticha Catonis* to Cato the Censor and from the questionable Latinity of "*qui se nubunt.*"

It is a matter of regret, too, that the proofreading has been rather careless, so that many typographical errors mar an otherwise attractive and useful edition. For it can well be believed that this sixteenth-century textbook may have more than a passing historical interest for the present-day teacher of Latin in our secondary schools. To classes weary from the toil of Cæsar's marches, or with ears dulled by the fierceness of Cicero's invectives, many of these simple little dialogues would afford a pleasing diversion. And not the least of the advantages to be derived from a moderate use of Latin conversation in the classroom would be that of furnishing a corrective to that

¹ FOSTER WATSON, "Maturinus Corderius: The School-Master of Calvin," *SCHOOL REVIEW*, April, September, and November, 1904.